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ing out the syllabus, and while comparatively few teachers, perhaps, will be able to follow it in all of its details, it will prove, nevertheless, a helpful and very suggestive guide in the study of civics.

EDWARD E. HILL

CHICAGO TEACHERS' COLLEGE

Sociology and Modern Social Problems. By CHARLES A. ELLWOOD. New York: American Book Co., 1911. Pp. 331.

This book is primarily intended for short courses in higher institutions, but it might be used to even greater advantage in secondary schools that are sufficiently progressive to offer electives in the social sciences. It will also supply a popular demand similar to that met some twenty years ago by Ely's *Problems of Today*.

The second part of the title is more descriptive of the contents than the first. About one-half of the work is nominally devoted to principles; the other half consists of applications to special problems. But as a matter of fact the book is a unit, and it would be difficult to tell where theory shades over into practice. The theoretical chapters are constantly illustrated by concrete problems, and the guiding principles are everywhere in evidence throughout the practical chapters. Dr. Ellwood has been able to arrange the treatment of many isolated problems in a logical order, without overlapping, and to work up to the climax: "The ultimate reliance in all reconstruction must be, not revolution, nor even legislation, but education." Hence "Education and Social Progress," his final and most inspiring chapter, would itself make the book worthy the attention of teachers.

While interesting and clear, the treatment is thoroughly scientific, and embodies the latest results in the field. It stands for ideals, but does not base them upon the visions of a mystic, and it tends to dissipate a number of popular traditions. A few terse summaries will illustrate the author's directness and some of his positions: "There is scarcely any sanity in sociology without the biological point of view." "Divorce is prevalent not because of the laxity of our laws, but rather because of the decay of family life." "Social phenomena are too complex to reduce to simple formulae or laws as physical phenomena are reduced." "The burden of educating the negro for citizenship should rest primarily upon the whole nation, since the whole nation is responsible for the negro's present position." "As in the solution of special social problems we have seen reason to reject 'short-cuts' and 'cure-alls,' so in a scientific reconstruction of human society we have good reason to reject the social revolution which the followers of Marx advocate."

F. P. GRAVES

THE OHIO STATE UNIVERSITY

A Defense of Prejudice, and Other Essays. By JOHN GRIER HIBBEN. New York: Scribner, 1911. Pp. viii+183. \$1.00.

Among Professor Hibben's eleven essays, all of them sensible, solid, and interesting, there are four which will especially commend themselves to the friends of education: "The Paradox of Research," "The Art of Thinking," "The Voca-

tion 'of the Scholar,' and "The Superfluous in Education." The author does not agree for a moment with the champions of the "bread-and-butter theory of pedagogy," whose gospel is: "Teach the child that all knowledge can be disposed to some useful end. Cultivate early the habit of looking for the practical worth of everything that he learns, and let the student of later years bear constantly in mind that knowledge is power." He agrees as little with those who would make the high school and college into places for vocational training, and who would banish from their curricula "whatever does not contribute directly to efficiency in life." He agrees rather with Voltaire: *Le superflu, chose très nécessaire.* "A man always needs more than he uses." "An excess of power is an essential and significant factor in efficiency." The training of the mind is superior to the stocking of it with professional information. The essay on research is especially sane. Research prompted by pure love of intellectual exploration is shown by history to have had far more to do with real utility than so-called utilitarian research. "In the wake of discoverers in pure science follow the inventors." "A mind exclusively bent upon the idea of utility necessarily narrows the range of the imagination." "This, then, is the paradox of knowledge, that he who regards knowledge as his servant is never completely master of it; but whoever regards himself as the servant of knowledge, he alone is master in the world of thought."

The reading of these essays will give great pleasure to the apostles of the ideal; the apostles of the commonplace should read them as a matter of duty.

The Classic Myths in English Literature and Art. New edition, revised and enlarged. By CHARLES MILLS GAYLEY. Boston: Ginn & Co., 1911. Pp. xli+597. \$1.60.

In the new edition of this well-known and useful book there are about fifty pages of new matter, consisting of a chapter on "The Ring of the Nibelung," and amplifications of the content of the original edition. The tale of Cupid and Psyche, for example, contains two pages more, the stories of the *Iliad* and the *Odyssey* are expanded, and there are many insertions *passim*. A great improvement is noticeable in the illustrations: there are 189 instead of 110 cuts; many of those taken from Greek vases are either new or better executed; and the full-page illustrations are now mainly of famous sculptures or vase-paintings. A very commendable change is the insertion of titles under all the illustrations, which are also further explained by a brief note after each title in the list at the beginning of the book. The work should be in every school library, and on the shelf of every lover of literature.

GRANT SHOWERMAN

THE UNIVERSITY OF WISCONSIN

Modern English: Its Growth and Present Use. By GEORGE PHILIP KRAPP. New York: Scribner, 1909. Pp. xi+357.

In so far as this work treats of history its chief value, viewed in contrast with other histories of the language—notably Toller's and Bradley's—results from a rearrangement of the usual material with many fresh and interesting examples under the headings, "The English People," "Language," "Inflections,"